



**NEWENT COMMUNITY SCHOOL
AND SIXTH FORM CENTRE**

SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY

Committee Assigned: STANDARDS

Type of Policy: STATUTORY

Date: June 2016

Date for review: June 2018

SLT Author: KES / MH / GB

SPECIAL EDUCATION NEEDS AND DISABILITIES POLICY

1. INTRODUCTION

Newent Community School and Sixth Form Centre aims to embrace the needs of all students and has a whole-school approach to special educational need and disability (SEN/D). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEN/D.

Our SEN/D provision is co-ordinated by the Special Educational Needs Co-ordinator (Inclusion Lead) and Inclusion Support team and follows all current Department for Education (DfE) definitions and guidance reflecting our statutory duties introduced by the Children and Families Act 2014.

2. PRINCIPLES

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits opportunities and constitutes a significant impact on the student's ability to make progress and take a full part in school life.

3. IDENTIFICATION

Many students with SEN/D will have had formal assessments or diagnoses at primary school. Our Inclusion Support Team has developed links with our primary feeder schools and liaises with them to help identify students with additional need who will be coming to Newent Community School and Sixth Form Centre; gaining relevant information relating to their progress and individual needs. Students and their class teachers are visited in Year 6 and the Inclusion Lead takes part in Year 5 and 6 annual reviews of pupils with Statements/EHC Plans or significant need if transferring to our school.

In some cases a student without previously identified SEN/D will not make adequate progress, or teachers may consult the Inclusion Lead about other concerns. Students may be highlighted as a result of whole school testing, such as the Cognitive Abilities Tests in year 7 and 9. The Inclusion Lead will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

As outlined in the Special Educational Needs (SEN) Code of Practice 2014 we identify additional need under 4 basic areas:

3.1 Communication and interaction

Students with SEN may have difficulties in one or more of the areas of speech, language and communication. These students need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. For some students difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Students with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli or have problems with change to familiar routines. Seeking the insights of parents, carers and students themselves about their particular sensibilities can be especially important to achieve this.

3.2 Cognition and learning

Students with learning difficulties will learn at a slower pace than others and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

These students may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the student's cognitive difficulty and any needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

A student with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing.) A discrepancy between achievement and general intellectual ability may indicate that a student has a SpLD.

3.3 Social, mental and emotional health

For some students, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Students who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the student becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Students may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or an anxiety disorder.

3.4 Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children students across the ability range. Many require minor adaptations to the curriculum, their study programme or the physical environment. Students with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Students with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some students with a physical disability (PD) require additional on-going support.

4. PROVISION

At Newent Community School and Sixth Form Centre we have a policy of individual planning and recording for all students, and deliver personalised learning initiatives. Every student has individual targets whether or not they have SEN/D, and we record outcomes for every student.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response; the principle of assess, plan, do, review; a cycle of support and adaptation to need through the school.

4.1 Assess

Before identifying a student as needing SEN support the class teacher, working with the Inclusion Lead, has an analysis of the pupil's needs drawing upon their own assessment and experience of the student, as well as information from the school's central data including areas such as attendance and behaviour, progress in comparison to peers, the views and experience of parents, the student's own views and, if relevant, advice

from external support services. This assessment is regularly reviewed to include input from any professionals working with the student.

4.2 Plan

Where it is decided to provide a pupil with SEN Support, parents are notified. The Inclusion Lead, in consultation with the parent and the student, identifies the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the student are made aware of their needs, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system.

4.3 Do

The subject teacher remains responsible for working with the student and employing the agreed strategies. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, subject teachers still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved.

4.4 Review

The effectiveness of the support and the impact on the student's progress is reviewed at an agreed date, usually at the end of a term. The impact of the support provided, along with the views of the student and their parents will feed into the analysis of the student's needs going forward. It may be that support is no longer required or that additional advice from outside agencies is useful for example.

Special provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. It may also entail in-class support or targeted group interventions by Inclusion Support staff, such as literacy and numeracy catch-up groups, or work on areas such as social skills or speaking and listening. The aim is to teach skills, address learning gaps, boost achievement and exploit strengths. Many students with SEN/D also benefit from special (access) arrangements in exams, such as extra time, a reader or access to a word processor.

A small number of students with SEN/D will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These students may be assisted in class by Teaching Assistants, or withdrawn from class for specialist teaching or social development or skills programmes.

In many cases, students with SEN/D will have had medical or educational assessments designed to identify their areas of need, and report on how parents and carers, schools, therapists and external experts and activities can contribute to helping them make progress. We may use elements of these reports to inform our provision planning.

Students with SEN/D who have difficulty managing their behaviour may have an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) and if so it will include an outline of their difficulties, special provision and targets, and be used for monitoring and reviews. This work is carried out in partnership with the Pastoral Team.

Vulnerable students for whom English is a Second Language, Ethnic Minorities, Pupil Premium, Ever6, Young Carers and Looked after Children are specifically tracked for progress as well as those students with SEN/D. The provision map is shared with Progress Leaders on a regular basis, to track progress and measure the impact of support. Whilst the Inclusion Lead does not have overall responsibility for all of these vulnerable students, there is a natural overlap and information is regularly shared as a cross-phase team.

All staff, including the Inclusion Lead, Special Educational Needs Teacher and Teaching Assistants attend Whole School INSET training and continue to keep up to date with the latest educational and professional developments. It is the role of the Inclusion Lead to disseminate information about those students on the Special Needs Code of Practice and provide training to all members of staff regarding specific areas of SEND or whole school initiatives to improve student progress. This is normally undertaken at whole school training

events and always at the beginning of the academic term in September. The Inclusion Lead also informs staff of student need through regular electronic bulletins.

5. RESOURCES

Funding for students with SEN/D is allocated according to a funding formula which is county led. Additional 'exceptional needs' funding is available for the most severe levels of need in mainstream schools. The school manages a notional budget for this purpose. The majority of this funding is already allocated for existing named pupils and so any allocations made throughout the year are intended primarily for students with newly identified needs or who have recently entered the school system.

6. PARTNERSHIP WITH PARENTS, CARERS AND STUDENTS

Newent Community School and Sixth Form Centre emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress. Involvement might include:

- discussions with teachers, pastoral staff, Progress Leaders, and the Inclusion Lead
- inputs to provision-planning
- sharing details of external reports and assessments
- participation in reviews and parents/carers' meetings

Parents and carers of students with a formal Statement of Special Educational Needs/EHC Plan are always asked to attend formal review meetings and to be actively involved in the review process, including the agreeing of targets.

To support and highlight the needs of students with SEN/D we employ person-centred planning sharing information about the student with additional input from parents and families. We take account of the wishes and aspirations of each student as well as any support needed to be a participant in their community. This involves continual listening and acting upon what is important to families and friends and our planning starts with the individual not with the services. Information from this process forms a one page profile which is accessible to all staff who teach them. The profile details support required as well as the aspirations and strengths of the student in order to inform classroom teaching and pastoral support.

To facilitate this process we aim to speak with parents/carers at least three times a year:

- 1 Initial meeting with Inclusion Lead to establish the one page profile
- 2 Parents Evening to review and **use the plan as a framework for conversation and planning**
- 3 Tutor and/or Inclusion Lead review at end of year

7. MONITORING AND EVALUATION

This SEN/D policy is reviewed by Governors annually, and the Inclusion Lead prepares an Annual Report for the Governing Body. In addition the Inclusion Lead will attend AEB meetings to respond to Governor monitoring in line with the Governance calendar.

The Frequently Asked Questions Sheet also available on our web-site offers more information regarding students with additional need.